

English Language Arts
Grade 3
Fall 2006
Response to the
Paired Reading Selections
Released Item #22
Scoring Guide



1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

22 Do the children feel good or bad at the end of the stories? Why?

Explain your answer using specific details and examples from both "The Hill" and "Iris and Walter Are Friends." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on pages 17 and 18. Only the writing on the two lined pages will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

PART 1B: CHECKLIST FOR THE RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces on pages 17 and 18.

CHECI	KLIST:
	Do I take a position and clearly answer the question I was asked?
	Do I support my answer with specific examples and details from both reading selections?
	Do I show how the two reading selections are alike or connected?
	Is my response complete?

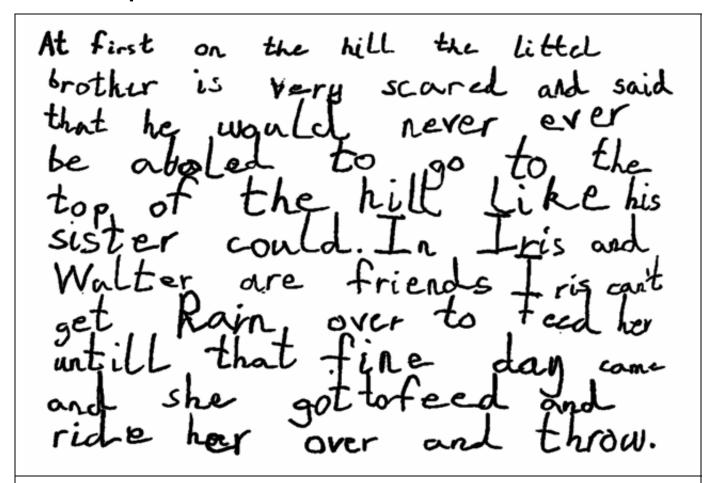
Michigan Educational Assessment Program Rubric for the Response to the Paired Reading Selections Grades 3–8

Here is an explanation of what scorers think about as they score this writing:

- The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections to support the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to support the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student attempts to support an unclear position with minimal use of ideas from both reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

- A Off Topic
- B Written in a Language other than English or Illegible
- C Blank or Refusal to Respond
- D Retells or references the reading selections with no connection to the scenario question or theme
- E Responds to the scenario question with no reference to either of the reading selections



Anchor Paper 1 Score Point D

This response basically retells events from both reading selections with no position or connection to the prompt.

Anchor Paper 2 Score Point E

The student takes a position but fails to provide any creditable support or make a connection between the reading selections. The attempted support ("becase they did someting good") is too vague and could be given without reading the selections.

yes they felt good I decide becase they like horsere.

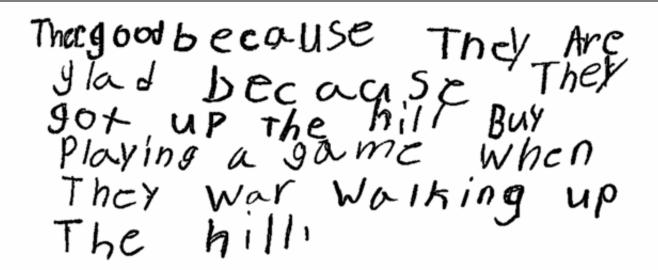
Anchor Paper 3 Score Point 1

The student takes a clear position and supports it with a minimal detail from one reading selection, <u>Iris and Walter Are Friends</u> ("because they like horsese"). There is no evidence that the student read the other selection.

The	Chilodin	Fell	9000
beca as	+ h @ /	ma de	12
44	1 he	hill	so that
made	them	gLad	and
F	I	cond	Make
14	ИР	9 4111	#
would	be	gLad	+0
30	th ar	are	glad.

Anchor Paper 4 Score Point 1

The student takes a position ("The chilrdin fell good") and makes minimal use of ideas from one reading selection, The Hill ("they made it up the hill so that make them glad"). There is no indication that the student read the other selection.



Anchor Paper 5 Score Point 2

The student takes a position ("Ther good") and supports it with details from one reading selection, The Hill (". . . because they got up the hill Buy Playing a game when They war walking up The hill."). This response is a low 2 and demonstrates sufficiently developed support from one selection. There is no mention of the other reading selection.

The children felt good because the boy took one step at a time and he walked all the way to the top of the hill and he was happy to walk on top of the hill and they enjoyed the view on top or the hill.

Anchor Paper 6 Score Point 2

The student takes a position ("The children felt good") and makes partially successful use of ideas from one reading selection, The Hill. There is no evidence that the student read the other selection.

Anchor Paper 7 Score Point 2

The student takes a position ("They felt good") and supports it with minimal details from both reading selections (". . . becase they got to the top the hill . . . becase they got to rid the horse.") The student, however, fails to make a connection between the selections.

Good. this is a example from the hill. Because in the hill it says that he thought that he could not climb the hill. But at the end he did it and he felt good. An example from iris and walter are friends is that at the end iris got to ride rain. And when she got to she thought it has fun. And she felt good

Anchor Paper 8 Score Point 3

The student takes a position ("Good") and makes partially successful use of ideas from both reading selections ("Because in the hill it says that he thought that he could not climb the hill. But at the end he did it.") and ("An example from iris and walter are friends is that at the end iris got to ride rain. And when she got to she thought it was fun"). There is no connection made between the selections.

I think they felt good at the end of the story. Becualuse Iris finily got to ride the horse. Woulter had to teath her how to ride the horse and she gave carrots to rain ever day but she still did't get rain to come evey day she gave carrots to rain every day and she still did not come finlly she came the next day

Anchor Paper 9 Score Point 3

The student takes a position *("I think they felt good")* and supports it with details from one reading selection, <u>Iris and Walter Are Friends</u>. The details in this response demonstrate adequate development for the score point of 3. There is no evidence that the student read the other selection.

They felt good because they did what they thought they couldn't do. The sat side by side and enjoyed the view from the top of the hill. May I have my turn now? You bet! there both outdoors.

Anchor Paper 10 Score Point 3

The student takes a position ("They felt good...") and continues on in the first sentence to make a connection between the two reading selections ("...because they did what they thoght they couldn't do.") The student clearly supports the position with an example from The Hill ("The sat side by side and enjoyed the view from the top of the hill."). However, the reference to Iris and Walter Are Friends ("May I have my turn now? You bet!") seems random and disconnected and is therefore not creditable. The reference to both being outdoors is also a valid connection.

On the story, The hill, I think the children feelt good because they (Brother and the Sister both made it to the top of the hill. The little brother dident think that he could make it to the top but the sister could prove that he could make it to the top of the hill so the big sister made a step game and both of them Kept on steping initial they mad it to

the top of the hill. On the story, Fris and Walter are friends, Iris tryed and tryed to ride Rain, Chonseal she dosend want any body to ride her, but day after day after day, Iris feed her one carnit and she let you ride here Iris and Walter tock good care of Rain from that

Anchor Paper 11 Score Point 3

For <u>The Hill</u>, the student clearly takes a position ("On the story, The hill, I think the children feelt good…") and supports it with ample details from the text. The details from <u>Iris and Walter Are Friends</u> simply retell the story, rather than answering the question that was asked.

The children feel good at the end of the story. The boy and sister were happy because they got to the pop of the hill. Walter and Iris were happy at the end of the Story because they got to ride Rain. The two stories had a happy ending.

Anchor Paper 12 Score Point 4

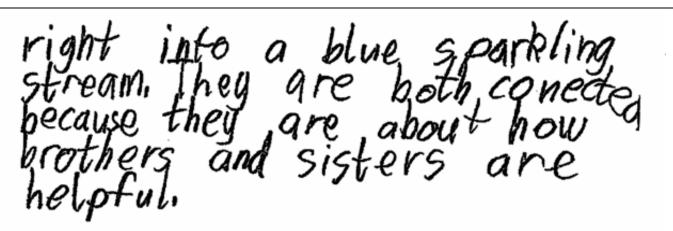
The student takes a position ("The children feel good") and supports it with relevant details from both reading selections. The student also makes a clear connection between the selections. ("The two stories had a happy ending.")

Feel good because in the story
The Hill the brother was proud that
he got to the top of the hill with
his sister. In the story Iris and walter
Are Friends, Iris rode rain the
horse and Iris was proud because
rain was fast and wild and
walter was happy for Iris.

Anchor Paper 13 Score Point 4

The student takes a position ("Feel good") and supports it with adequate details from both reading selections. The support provided also connects the two selections. This connection is made through the use of parallel language. (". . . the brother was proud that he got to the top . . . and Iris was proud because rain was fast and wild . . .")

children



Anchor Paper 14 Score Point 4

The student takes a position ("The children feel good") and supports it with adequate details from both reading selections. The student also makes a clear connection between the selections. (". . . they are about how brothers and sisters are helpful.") **Note:** The students who referred to the characters in both stories as brother and sister were given credit for the reasonable assumption that Iris and Walter were not only friends, but brother and sister.

I think that the brother, sister, Iris, and Walter feel good. I think they feel good because it says in "The Hill" at the end of the story "The sister smiled, and her little brother smiled back. In "Iris and Walter Are Friends" it says at the end of the story "Oh Walter!" and she is very happy. Walter is happy because he says "May I have a turn now?" with his eyes sparkling. These stories are connected because all of them are very happy at the end and both of them show that if you are patient good things will happen.

Anchor Paper 15 Score Point 5

In this brief but insightful response, the student uses meaningful details from both reading selections to support his/her position. ("I think they feel good . . . in 'The Hill' at the end of the story 'the sister smiled, and her little brother smiled back. In 'Iris and Walter Are Friends' it says at the end of the story 'Oh Walter!' and she is very happy. Walter is happy because he says 'May I have a turn now?' with his eyes sparkling.") Additionally, the student concludes the response with two valid connections ("...all of them are very happy at the end and both of them show that if you are patient good things will happen").

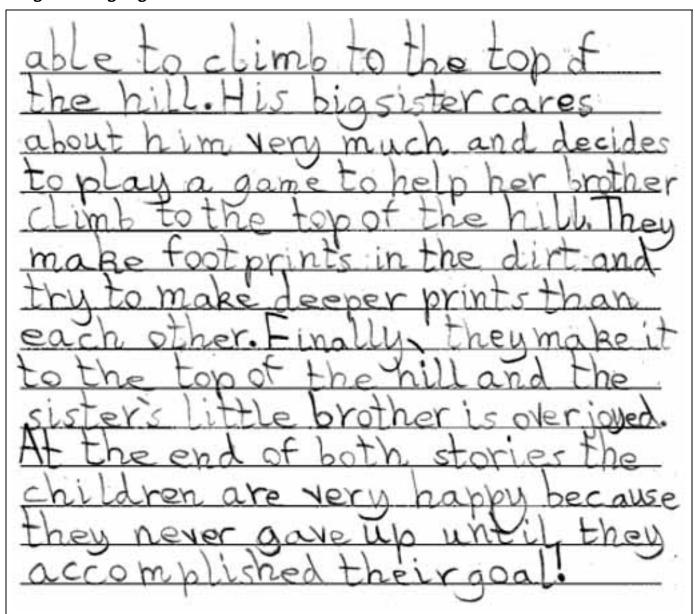
they! felt very good lecause pomething was exciting story something, joyot this and Walter Rain to eat the correct dris also got to ride omeadows, down the path of pines and straight into the othern and she said did you see ome Walter I used the drip and Walter

they got Rain to eat and in "the Plill" what they acheived was he got wo they top of the hill the lesson of learned from theese storys to be partient all the time because when you take your time it shows in this very reason that in these storys they have acheived what they have done meet say you early you omight be doing whatever you said you couldn't do letter then you ever did in your life.

Anchor Paper 16 Score Point 5

The student takes a position and provides several insightfully mature connections between the reading selections. ("... something joyous happend at the end of each story ... they are both girl and boy in each story also they acheive something ... the lesson I learned from theese storys is to be patient all the time ...") The student also uses meaningful ideas from both selections to support both the position and connections. While the support, connections, and vocabulary are mature, additional specific text support would be needed for a score of 6.

The children all felt very happy at the end of the stories. In the story Tris and Walter Iris works very hard to catch the horse Rain's
attenchen and get Rain to get
used to and like Iris. In the
beginning Rain doesn't trust Tris
and Walter tries very hard to
gain Rain's trust. Iristries giving
the horse a carrot and tinally
one warm spring day Rain slowly
walks over to Iris and she is
able to accomplish her goal to
ride Rain In the end I ris
felt very happy because after
a Lot of bard work, her agal
was a second lideal To the town
was accomplianced in the story
The fully the sisters little
1-11-1-11-11-11-11-11-11-11-11-11-11-11
brother agesn't trunk he it be



Anchor Paper 17 Score Point 6

The student chooses key ideas and examples from both texts ("In the end, Iris felt very happy because after a lot of hard work, her goal was accomplished. . . . Finally, they make it to the top of the hill and the sister's little brother is overjoyed.") to thoroughly support the position ("The children all felt very happy at the end of the stories."). The response makes an insightful connection between the two reading texts. ("At the end of both stories the children are very happy because they never gave up until they accomplished their goal!") There are strong relationships among ideas.